

**THE INHIBITING FACTORS OF STUDENTS' SPEAKING  
ABILITY AT THE SECOND YEAR OF JUNIOR HIGH  
SCHOOL 1 SIAK HULU IN KAMPAR REGENCY**



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PEKANBARU  
1434H/2013 M**

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A Thesis

Submitted in Partial Fulfillment of the Requirements  
for the Degree of Bachelor of Education  
(S.Pd.)



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## ABSTRAK

**Yulie Purwaningsih (2012): Faktor-faktor Penghambat pada Kemampuan Berbicara Siswa-siswa Tahun Kedua di Sekolah Menengah Pertama Negeri 1 Siak Hulu Kabupaten Kampar.**

Berdasarkan penelitian pendahuluan ditemukan bahwa, beberapa siswa mengalami kesulitan dalam berinteraksi dengan menggunakan bahasa inggris. Mereka kurang respon dalam menjawab atau memberikan pertanyaan dalam bahasa inggris, ini dapat menjadi salah satu dari banyak faktor penghambat kemampuan mereka. Siswa-siswa seharusnya secara natural atau dengan mudah melakukannya untuk meningkatkan kemampuan mereka dalam berbicara.

Penelitian ini dilakukan di SMPN 1 Siak Hulu Kabupaten Kampar. Penelitian ini dilakukan tanggal 04 – 09 Juni 2012. Populasi pada penelitian ini adalah 231 siswa. Pada pengambilan sampel , penulis menggunakan metode *simple random sampling*. Penulis mengambil 5 siswa tiap-tiap kelas, seluruhnya terdapat 6 kelas untuk tahun kedua di SMPN 1 Siak Hulu Kabupaten Kampar, sehingga total sampel yang digunakan adalah 30 siswa.

Dalam mengumpulkan data, penulis menggunakan angket dan rekaman suara. Angket berisikan sejumlah pertanyaan untuk responden yang berhubungan dengan penelitian, serta rekaman suara yang berisikan tentang beberapa cerita para siswa dengan topik yang berbeda sesuai dengan topik yang telah disediakan oleh penulis.

Dari hasil penelitian, penulis menyimpulkan bahwa pengaruh beberapa factor yang menghambat kemampuan mereka dalam berbicara dalam bahasa inggris di tahun kedua SMPN 1 Siak Hulu Kab. Kampar dikategorikan KURANG sehingga dapat disimpulkan bahwa semakin rendah pengaruh dari faktor-faktor yang menjadi penghambat, maka akan semakin BAIK kemampuan para siswa berbicara dalam bahasa inggris.

## ABSTRACT

**Yulie Purwaningsih (2012): The Inhibiting Factors of Students' Speaking Ability at The Second Year of Junior High School 1 Siak Hulu in Kampar Regency.**

Based on the preliminary research, it was found that some students were difficult to interact in English language. The students were irresponsible in answering and asking the question in English, it can be one of many factors that inhibit their ability. The students should be natural or easy to do that helps to produce a result or their ability in speaking.

The research was carried out at SMPN 1 Siak Hulu in Kampar Regency. It was conducted from June 04<sup>th</sup> until 09<sup>th</sup>, 2012. The subject of the research was 231 students. The second year of SMPN 1 Siak Hulu is divided into 6 classrooms. The writer used method *simple Random Sampling*. The writer chose five students from each class to participate in this research, so the total of sample that the researcher used was 30 students.

In collecting data, the writer used questionnaire and audio recording. This questionnaire contained a number of the question for the respondent dealing with the research, and audio record contained record of students' voice that they might choose their own topic suitable from the researcher.

To concluded that the influence of inhibiting factors in students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency was categorized in LOW level. So this research was concluded that the lower inhibiting factors influence, the better students' speaking ability will be.

## ملخص

يولي فوروانينجسة (2012) : دواعى العقبات في مهارة التكلم باللغة الإنجليزية للتلاميذ الصف الثاني من المدرسة الإعدادية الحكومية الرقم الأول بسياك هولو مدينة كامبار

بناء على دراسة أولية للمؤلف، علم أن بعض التلاميذ في هذه المدرسة قد أعياهم التعامل باللغة الإنجليزية. و يبدو ذلك منهم بعدم وسعهم في إجابة الأسئلة و طرحها باللغة الإنجليزية. و هذه تعتبر عقبة من عقبات مهاراتهم في التكلم بهذه اللغة. و من المفروض أن يكون التلاميذ قادرين على التكلم بهذه اللغة بالطبيعي و السهولة لتنمية ملكتهم و مهاراتهم.

أجري هذا البحث في المدرسة الإعدادية الحكومية الرقم الأول بسياك هولو مدينة كامبار. و امتد هذا البحث من اليوم الرابع إلى اليوم التاسع من يونيو 2012. و كان التلاميذ يبلغ عددهم 231 تلميذا. و سلك المؤلف طريقة *simple random sampling* في هذا البحث. فلما كان عدد الفصول في هذا الصف ستة فصول، فاختار المؤلف 5 تلاميذ من كل فصل. فيكون عددهم كله 30 تلميذا.

و قد استخدم المؤلف الأوراق ومسجل الصوت في جمع المعلومات والبيانات. و هذه الأوراق مليئة بالأسئلة المطلوبة إجابتها. و أما هذا المسجل فكان مليئا بعدد من قصة التلاميذ بموضوعات شتى باللغة الإنجليزية كما أشار إليها المؤلف.

و من هذا البحث، استنتج المؤلف أن هناك تأثيرا من بعض العقبات في التكلم باللغة الإنجليزية. و وجد المؤلف أن التلاميذ في الصف الثاني من هذه المدرسة كانوا على مستوى مقبول في مهارة تكلمهم باللغة الإنجليزية. و على هذا كله علم أنه كلما نقصت دواعى العقبات ارتقت مهارة التلاميذ في التكلم والتحدث باللغة الإنجليزية.

## SUPERVISOR APPROVAL

The thesis entitled “*The Inhibiting Factors of Students’ Speaking Ability at The Second Year of Junior High School 1 Siak Hulu in Kampar Regency*”, is written by YuliePurwaningsih NIM. 10814002443. It is accepted and approved to be examined by the examination committee of undergraduate degree at faculty of Education and Teacher Training of State University of Sultan SyarifKasim Riau.

Pekanbaru, Sya’ban 13<sup>th</sup>, 1433 H

July 03<sup>rd</sup>, 2012 M

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## EXAMINER APPROVAL

The thesis entitled “*The Inhibiting Factors of Students’ Speaking Ability at The Second Year of Junior High School 1 Siak Hulu in Kampar Regency*”, is written by YuliePurwaningsih NIM. 10814002443. It has been accepted and approved and had been examined by the final Examination Committee of Undergraduate Degree at faculty of Education and Teacher Training of State University of Sultan SyarifKasim Riau on Dzulhijjah 22<sup>th</sup>, 1433 H/November 07<sup>th</sup>, 2012 M to be submitted in partial fulfillment of the requirements for the degree of bachelor of education (S.Pd.).

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Pekanbaru, 28 September 2012  
The Writer,

YULIE PURWANINGSIH  
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## CHAPTER 1

### INTRODUCTION

#### A. Background

Speaking is a key of communication. Speaking is also an important aspect that should be learnt. It has many elements binding it around. It seems like the other skills, is more complicated than it looks at first and involves more than just pronouncing words. Speaking comes from word “speak”. Speak is a little more formal and suggests that someone is using his/her voice or one person is saying something to a group<sup>1</sup>. It means that speaking English is to tell story about something in front of the class. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills because students can express themselves and learn how to use a language. Mentioned by Richards and Renandya, speaking is the central element in communication<sup>2</sup>.

Talking about as one of tools for communication, we cannot separate it with the language. Language is a tool to express the ideas, to convey our purpose to other people, our ideas, opinion and our feeling. The function of language is a tool of communication that used to interact and socialize each human being.

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<sup>1</sup> S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English, Seventh Edition*, New York, Oxford University Press, 2000, p.1290

<sup>2</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, United States of America, Cambridge University Press, 2008, p. 210

According to Marianne, the main purpose of speaking in a language class encourages the acquisition of communication skills.<sup>3</sup>

In SMPN 1 Siak Hulu, teaching learning process follows the rules of competency based curriculum. The four language skills; speaking, reading, listening and writing are mixed together in one provided lesson. They are taught and integrated by the teachers. Referring to the label school as vocational school which demands employees, makes speaking become the foremost. The spoken language is the most priority teaching there. Therefore all material for teaching should have communicative objectives. Besides, it is also to dare the students to face to the real business work. The students are hoped to be able to use their English to communicate, to interact and to make business relations after school. This is suitable to what linguists such as Brown and Yule said in explaining language that the primary function of spoken language is to interact, to establish and to maintain social relationship.<sup>4</sup>

In language learning process, especially in speaking, students are also demanded to be active and creative, they must have some topics to talk about and have to be interested in communicating their ideas to other people in the target language. It is important to make teaching and learning process more effective.

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<sup>3</sup> Marianne, CelceMuria, *Teaching English as a Second Language or Foreign Language*, Second Edition. Boston: Heinle Publisher, 1991, p. 26

<sup>4</sup> Gillian Brown and George Yule, *Teaching the Spoken Language*, United Kingdom, Cambridge University Press, 1999, p. 23

In KTSP Curriculum<sup>5</sup>, it is clearly stated that one of the objectives of the English subject in SMPN 1 Siak Hulu is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing. Generally, it is stated that the purposes of learning speaking are as follows:

- 1) Students are able to describe things, people, place orally.
- 2) Students are able to express ideas, opinions, and feeling simply.
- 3) Students are able to tell planning simply.<sup>6</sup>

The general aim of speaking class is to enable students to express their ideas in English and the spoken language is the most priority teaching there. All material for teaching should have communicative objectives. The teacher can motivate the students to be responsive and improve their skill with teacher's technique. Therefore, some students feel hesitated to speak in or outside the classroom. Based on the writer's experience in SMPN 1 Siak Hulu as the location of PPL, many students were irresponsive in answering and asking the question in English. It can be one of many factors that inhibit their ability. The students should be natural or easy to do that help to produce a result or their ability in speaking.

In reality, the students just became passive students if the teacher asked them about the topic in English. Some students tended to keep silent rather than speaking up about the lesson. They spoke English when the teacher asked them.

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<sup>5</sup>Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*, Jakarta, Unpublished, 2006

<sup>6</sup>Lihat *Syllabus of SMPN 1 Siak Hulu*, Unpublished, 2010



They just answered with yes or no and just shake their head. The students usually answered with simple sentence. If they always do like this, the students cannot increase their speaking ability.

Based on the preliminary research above, the researcher gives the assumption to the some students of SMPN 1 Siak Hulu in Kampar Regency, the inhibiting factors influence their students' speaking ability. The situation above is caused by the following:

1. The students are afraid of failure to make their sentences grammatically correct when they want to express their ideas in English.
2. The students are getting nervous when trying to speak English in classroom.
3. The students are not ready to answer the teacher's questions, so they do not know what they want to say.
4. The members of the class are not familiar with each other; it makes the students unwilling to speak English.
5. It is so hard to create English conversation in classroom because when the students ask or tell each other in English, their friends respond in Indonesian language.
6. During classroom discussion, the clever students always dominate the topic.
7. It is easier for the students to talk to junior rather than to senior ones.

Based on some cases above, the writer is interested in carrying out this research entitled **“The Inhibiting Factors of Students' Speaking Ability at The Second Year of Junior High School 1 Siak Hulu in Kampar Regency”**.

## B. Definition of the Term

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, the writer will give the definition of the terms as follows:

**Inhibiting Factors** : Fact or circumstance to prevent somebody from doing something that should be natural or natural or easy to do that help to produce a result.<sup>7</sup> In this research inhibiting factors means that the some factors that make some students not fluent in speaking English during the classroom activities at the second year of SMPN 1 Siak Hulu in Kampar Regency

**Speaking Ability** : from the reason of speaking stated by Shaw and partner, indirectly speaking ability is defined to a skill which enables someone to produce utterance, when genuinely communicative, speaking is desire and purpose-driven, in other words, someone genuinely wants to communicate something to achieve a particular end.<sup>8</sup> Speaking is an interactive process between two or more people. In this research, the researcher sees the students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency.

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<sup>7</sup>Endang Mariana, *A Study of Inhibiting Factors of the Eighth Semester Students in English Speaking Activities at FKIP UIR PEKANBARU*, Thesis of FKIP UIR PEKANBARU, 2009, p.7

<sup>8</sup> Jo McDonough and Christopher Shaw, *Materials and methods in ELT: A Teacher's Guide: Second Edition*, United States of America, Backwell Publishing, 2003, p. 134

## **C. The Problem**

### **1. Identification of the problem**

Based on the background of the problem, the researcher identifies some problems as follows;

- 1) How is the students' speaking ability?
- 2) What are the inhibiting factors of students' speaking ability?
- 3) How are inhibiting factors that influence in students' speaking ability?
- 4) How can the students increase their speaking ability?

### **2. The Limitation of the Problem**

Because of limited time, it is better for the researcher to restrict the problem in order to pay more attention to the specific problems. The researcher focuses on the inhibiting factors of students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency.

### **3. The Formulation of the Problem**

Based on the limitation of the problem above, the problem of this research can be stated as follows:

- 1) How is the students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency?
- 2) What are the inhibiting factors of students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency?
- 3) Is there any significant influence of inhibiting factors in students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency?

**D. Objective of the Study**

1. To find out the inhibiting factors that influence students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency.
2. To find out the students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency.
3. To obtain information how far the influence of inhibiting factors in students' speaking ability is.
4. To find out the significant influence of inhibiting factors in students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency.

**E. Needs of the Study**

1. To broaden the researcher's knowledge about inhibiting factors in students' speaking ability.
2. To give readers information about inhibiting factors in students' speaking ability.
3. To help students to be more aware in increasing their speaking ability.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Speaking Ability

Speaking becomes the most important skill for lots of people. They often measure the ability of mastering the language by speaking fluently. It can be also known from Kalayo and Fauzan's overview on their opening speech in explaining teaching speaking. They said:

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.<sup>1</sup>

What speaking exactly is can be understood from Ur's statement. She utters learning the language needs element such a speaking. Moreover, it is depicted as the people's capability in expressing ideas or conveying the messages to others. In addition, speaker must be able to make other people understand his or her saying. If the other people can capture the point from speaking, it means that he or she has done a good communication.

According to Chastain, speaking is a productive skill since it produces ideas, messages or suggestion.<sup>2</sup> It can be said that speaking is a productive skill

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<sup>1</sup>KalayoHasibuan and Muhammad FauzanAnsyari, *Teaching English as a foreign Language (TEFL)*, Pekanbaru, Alaf Riau Graha UNRI Press, 2007, p. 101

<sup>2</sup> K. Chastain, *Developing Second Language Learning*, Virginia; University of Virginia, 1990, p, 332

such as an uttering the words to express ideas, messages, and suggestion whether in formal or non-formal situation.

Speaking is a tool of communication which becomes the most significant element in teaching as well. Besides, speaking is an activity of presenting thought or ideas in spoken language. In the four English skills, speaking appears as the most important one intuitively: people who know language are referred to as ‘speakers’ of that language and the people who do not know the language are as foreign language learners.<sup>3</sup>

Then, language learners should also know the parts or areas of knowledge involved in speaking. According to Kalayo and Fauzan, there are three of knowledge. The first is mechanics. So, it includes pronunciation, grammar, and vocabulary. The second is functions. It includes transaction and interaction. The last is social and cultural rules and norms. It is the understanding to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Turn taking, rate of speech, length of pauses between speakers, and relative roles of participants does include in social and cultural rules and norm.<sup>4</sup>

Speaking relates to communication. As a consequence to achieve a successful communication, we have to improve our speaking ability. Referring to Richards and Rodgers in McDonough and Shaw, communicative view of language has four characteristics:

- 1) Language is a system for the expression of meaning.

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<sup>3</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, New York, Cambridge University Press, 1991, p. 120

<sup>4</sup> KalayoHasibuan and Muhammad FauzanAnsaryi, *Loc.Cit.*

- 2) The primary function of language is for interaction and communication
- 3) The structure of language reflects to the functional and communicative uses
- 4) The primary units of language are not merely grammatical and structural features, but categories of functional communicative meaning as exemplified in discourse.<sup>5</sup>

According to Harmer, there are two elements of speaking that we should pay attention to have a good ability to speak fluently. They are:

- 1) Language features consist of first, connected speech. In connected speech sound are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). Second, expressive devices that consist of pitch and stress of particular and nonverbal (paralinguistic). The use of these devices contributes the ability to convey meanings. They allow the extra expression of emotion and intensity. Therefore, students are able to deploy at least some of such suprasegmental features and devices in the same way if they are fully effective communicators. Third, lexis and grammar supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking context such as a job interviewer, the teacher can prime them, in the same way with certain useful phrases in which they can produce at various stages of an interaction. Fourth, negotiator language is effective speaking benefits from the negotiator of what we are saying.

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<sup>5</sup> Jo McDonough and Christopher Shaw, *Op.Cit.*, p. 135

2) Mental /social processing consists of first, language processing that involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. Second, interacting with others that speaking involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. Third, information processing that the teacher needs to be able to precede the information. The longer it takes for “the plenty to drop” the less effective, the teacher as instant response is very culture-specific, and is not prized by speakers in many other language communities. Mental/social processing.<sup>6</sup>

By using speaking elements from Harmer, Yusnita in her project paper can define and conclude speaking into the activities of expressing or conveying someone’s ideas with various based on function toward interaction and management. It includes two big elements mentioned by Harmer (language features and mental or social processing).<sup>7</sup>

In speaking activities, there are some skills of speaking that could be considered namely:

- 1) Micro skill
  - a. Produce differences among English phonemes and allophonic variants
  - b. Produce chunks of language of difference lengths

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, England, Pearson Education, 2001, p. 269-271

<sup>7</sup>Sy.Yusnita, *Improving Students’ Speaking Skill by Using Information GAP at Grade XII Accounting 3 of State Vocational School 1 Pekanbaru*, Padang, State University of Padang, 2009, p. 11



- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes
- f. Produce fluent speech at different rates delivery
- g. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message
- h. Use grammatical word classes (nouns, verb, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents

## 2) Macro skills

- a. Appropriately accomplish communicative function according to situations, participants, and goals.
- b. Use appropriate styles, implicate, redundancies, pragmatic conventions and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- c. Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

- d. Convey facial features, kinesics, body language, and other non-verbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key word, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and assessing how well your interlocutor is understanding you.<sup>8</sup>

## 2. Students' Speaking Ability

Next, in evaluating students' speaking ability, Brown suggests some forms as follows:

- 1) Grammar
- 2) Vocabulary
- 3) Comprehension
- 4) Fluency
- 5) Pronunciation<sup>9</sup>

Then, Adams and Firth in Hughes explain those five items as follows:

### **Accent:**

- a. Pronunciation frequently unintelligible
- b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition

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<sup>8</sup> Douglas Brown. *Language Assessment; Principles and Classroom Practices*, San Francisco, State University; Longman, 2003, p. 142

<sup>9</sup> *Ibid.*, p. 157

- c. “Foreign accent” require concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- d. Marked “foreign accent” and occasional mispronunciation that do not interview with understanding
- e. No conspicuous mispronunciation, but would not be taken for a native speaker
- f. Native pronunciation, with no trace of “ foreign accent”

**Grammar:**

- a. Grammar almost entirely inaccurate except in stock phrases.
- b. Contrast errors showing control of very few major patterns and frequently preventing communication
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
- d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
- e. Few errors, with no patterns of failure
- f. No more than two errors during the interview

**Vocabulary:**

- a. Vocabulary inadequate for even the simplest conversation
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)

- c. Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
- d. Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions
- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
- f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

**Fluency:**

- a. Speech is so halting and fragmentary that conversation is virtually impossible
- b. Speech is very slow and uneven except for short or routine sentences
- c. Speech is frequently hesitant and jerky; sentences may be left uncompleted
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
- e. Speech on all professional and general topics as effortless and smooth as native speaker's

**Comprehension:**

- a. Understands too little for the simplest type of conversation
- b. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing

- c. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
- d. Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing
- e. Understands everything in normal educated conversation expect for very colloquial or low frequency items or exceptionally rapid or slurred speech
- f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.<sup>10</sup>

In conclusion, speaking ability is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. There are five components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) must be considered and each of them is correlated to each other.

### **3. Concept of Inhibiting Factors**

Another variable that is closely related to, and in some cases subsumed under, the notion of self-esteem and self-efficacy is the concept of inhibition. According to Brown, current language teaching methodology strongly supports such communicative techniques in group and pair work also related to interactive activities, all of which can potentially provide social support.<sup>11</sup> What has been the extent of social support in language classroom? What techniques have your

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<sup>10</sup> Arthur Hughes, *Testing for Language Teachers; Second Edition*, United Kingdom, Cambridge University Press, 2003, p. 131-132

<sup>11</sup> Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*, San Francisco State University, Pearson Education (Longman), 2007, p. 158

teacher used-or have you used, if you have taught-to promote social support? Have they led to students' greater willingness to communicate?

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and the important thing is knowledge of the speaker itself.<sup>12</sup> Many classroom speaking activities like extracurricular class are followed by students. It can increase their ability in English in daily conversation. Started by a simple sentence and the teacher as a facilitator can give them some innovation, give the stimulus with small discussion in the class, but sometimes this way cannot give a good result.

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the class, particular if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations. For example, the "buzz group" is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussion in small groups before any of them are asked to speak in public.<sup>13</sup> Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the class, the stress level of that eventual whole-class performance is reduced.

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<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, Cambridge, UK, Longman, p. 271.

<sup>13</sup> *Ibid.*, p. 272

Based on some cases above, the writer tries to catch some problems for students' speaking ability found in English lesson. The students feel shy and afraid of making mistakes. Their friends have laughed if making mistakes. It makes the students feeling uncomfortable when they talked in front of the class. They are losing idea or minds and do not know what they want to say in English. Sometimes the students feel unfamiliar social climate among the members of class, because they have been in new class after they entry to the next level. Some students feel easier to talk to junior students rather than to senior ones. In new class, the clever student is dominating the topic when discussion time, so your teacher just gives the question for her/his. So the student that has standard ability feels having no chance. They cannot increase their ability, and be hard to create English conversation because when you ask or want to say something in English, your friends give respond in Indonesia language.

Since the students do not encourage their speaking English it seems that there are some factors that inhibit the students in speaking English. They are:

### **1). Shyness and Afraid of Making Mistakes**

Brown said that shy students are always shy in the second target language.<sup>14</sup> It is logical; the first language is familiar to them. They have mastered the grammatical pattern on the first language. They can use automatically. If they cannot use the target language for being shy, they will not able to use the target language.

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<sup>14</sup> J.D Brown, *Understanding Research in Second Language Learning*. Manoa; University of Hawaii, 1988, p, 270

According to Dobson in EndangMariani, students were shy and afraid of “loosing face” by making mistakes in English<sup>15</sup>. Being shy is laughed by friends if making mistakes, afraid of failure to make the sentences grammatically, afraid of deviating the sentence that they want to practice, ask friend whether or not make a mistake after speaking up. They would like to express him out but are afraid of deviating from the safety of the sentences they practice and the word they had memorized. They failed think of out words and structure together to express their thoughts.

Some students who had memorized the dialogue and could respond automatically to relate structural drill will slow down, like trying to practice or write first the sentence that they will say. They perhaps feel frustrated when being asked to talk to someone else using broken some words and structure, so they are afraid of failure to make their sentences grammatically when they want to express their idea. Sometimes, some students ask their friends whether or not the student has made a mistake after they speak up.

## **2). Feeling Uncomfortable**

In English classroom, the students can give many their ideas about everything. They can answer the teacher’s question, or give suggestion with their friends in small discussion. But some students are feeling lack of confidence, getting nervous, feeling stupid in front of the friends, not trying to joint in discussion or dialogue<sup>16</sup>.

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<sup>15</sup>Endang Mariana, *Op.Cit.*, p. 8

<sup>16</sup>*Ibid.*, p. 8



Krashen and Terrell stated that only when students are confident of their ability to perform the acts independently are they asked to do so and they are not required to repeat to produce commands orally, when students are able to respond easy to the comments.<sup>17</sup>

According to Asher, many students who are getting nervous and having lack of confidence.<sup>18</sup> They cannot speak in target language as normal as when they speak in their own language. Their voice gets weak because they are not sure with the sentences that they will say.

### **3). Cannot Think Anything to Say in Target Language**

This condition rises when she or he is stumbled over new or unknown words. According to Dobson in Endang Mariana's thesis, some students are not normally shy think anything to say when in conversation. Their minds go blank, and they are embarrassing and silence to set.<sup>19</sup>

The students are frustrated by having no channel in his mind into new. They lose their idea or minds, stumbling over unknown or new words, not catch the topics of conversation; ask friends who's clever to answer the teachers' question. They feel the target language forms are so different from those, she/he is accustomed too. Sometimes these inhibit the students, making her/him unwilling to express themselves together.

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<sup>17</sup> Krashen and Terrell, *Language Learning Strategies*. Cambridge; University Press, 1989, p, 68.

<sup>18</sup> JJ, Asher, *Comprehension Training*. The Evidence from Laboratory Classroom Studies, Rowley, MA; Newbury House 1986, p, 37

<sup>19</sup> Endang Mariana, *Op.Cit.*, p, 9

#### 4). Unfriendly Classroom Atmosphere

The important point is something that they feel free to participate and to speak in target language. The students do not feel disturbed if in a class discussion the teacher cannot control everything that she/he said. The teacher can manage the class well, so the situation is not formal and tense and the student is pleased speaking English in the class where the members of the class are not familiar; it can make the students unwilling to speak English itself.

The students should feel there is something interesting in the course that is worth to learn. Teacher controls everything what is said; classroom relationship is so formal and tense, and unfamiliar social climate among the members of class. Chastain says that students need someone (teacher) to encourage and supports them in speaking in target language.<sup>20</sup>

#### 5). Under Communicative Stress

This condition causes where the students are under communicative stress. They can talk to many listeners, easier to speak informal situation, and easier to speak with junior. Brown says that there are conditions where the students are unwilling to express their idea in oral communication.<sup>21</sup>

Some senior in the school, if they speak English in informal situation, they feel better than junior, so their speaking ability feel easier that they want to say and they can show up their English in daily conversation.

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<sup>20</sup>. K. Chastain, *Developing Second Language Learning*, Virginia, University of Virgin, 1990, p. 277

<sup>21</sup> Douglas Brown, *Language Assessment; Principles and Classroom Practices*, New York, Pearson Education, 2003, p. 134

In order cases Gunawan and Ari said that some students see the situation if they want to create ideas.<sup>22</sup> They need bravery to create their confidence or good situation from their partner or audience that they want to follow in formal and informal communication.

#### **6). Having no Chance to Speak**

In classroom the student want to speak English, when she/he needs interact or answer the teacher's question, but the clever students always dominate the topic so the low student has no chance to speak of she/he will speak English if the teacher asks or someone speaks with her/him.

In order cases Chastain notes that many students have no chance to speak or to practice where the teacher is almost talking and they are becoming the good listeners.<sup>23</sup> One or more students dominate the conversation giving the other students little opportunity to practice their English. The teacher dominates the talking, the clever students dominate the talking, not having been asked by the teacher.

#### **7). Students' Cultural Background**

According to Deddy Mulyana, the effective communication is the communication that can give satisfied among the communicator.<sup>24</sup> In other words, the effective communication is if it can understandable between the speaker and the listener. In communication, culture characteristic will determine how the speakers convey their ideas are.

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<sup>22</sup> Gunawan & Ari. P, *Upaya Peningkatan Efektivitas Pembelajaran Bahasa Inggris*, Kulonprogo Press, 1992, p. 22.

<sup>23</sup> K. Chastain, *Op.Cit.*, p.280

<sup>24</sup> Deddy Mulyana, *Ilmu Komunikasi*. PT. Remaja Rosdakarya. Bandung. 2005, p, 107

This factors such as; keep using habitual language in classroom, having difficulty to find a friend to practice in English, feeling so hard to answer the friends question in English. The same students who have the same cultural background must not use the target language to communicate. Chastain states that the students' cultural background may also inhibit them to practice English in the target language.<sup>25</sup>

The students use their native language or their habitual language to communicate. In SMPN 1 SiakHulu in Kampar Regency, they prefer to use their own language. Their mother tongue is OcuLanguage. They use it in daily conversation. Sometimes they bring this into the class. It seems that students' habitual or students' accustomed language inhibit them in speaking English.

#### **4. Some Cases Related to The Influence of Inhibiting Factors in Speaking English.**

According to Peter, language learners often feel embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them.<sup>26</sup>

Brown says students were shy and afraid of losing face by making mistakes in English. They would like to express himself out was afraid to deviate from the safety of the sentences they practice and the word they had memorized. They failed to think of out words and structure together to express his thoughts. Most students who had memorized the dialogue and could responds automatically to relate structural drill will slow down and perhaps frustrate when asked to talk someone else using this some words and structure.<sup>27</sup>

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<sup>25</sup> *Ibid.*, p. 280

<sup>26</sup> Peter, *Culture and Learning. A Study of Learning Style Preferences of Japanese Student*, RELC Journal, 2004, p. 12

<sup>27</sup> DouglasBrown, 2007, *Op.Cit.*,p. 160

Shyness as a part of personally is one of the dominant factors that can obstruct speaking activity. Brown says that shy students are always shy to the second target language.<sup>28</sup> It is logic: the first language is familiar to them. They have mastered the grammatical patterns on the first language. They can use it automatically. If they cannot use the target language for being shy, they will not be able to use the target language.

When they start speaking English, their voice gets weak and hardly hears him. Many students who are getting nervous and having lack of confidence, they cannot speak in target language as normal as when they speak in their own language. Their voice gets weak because they are not sure with the sentences that they will say. Brown states that the students when asked to converse, speak quickly that they can scarcely be heard.<sup>29</sup>

Asher states that only when students are confident of their ability of their ability to perform.<sup>30</sup> They are asked to do so and they are not required to repeat to produce commands orally, when students are able to respond easy to the comments.

Brown points out that some students normally not shy, cannot think anything to say when in conversation. Their minds go blank, and they are embarrassing silence sets in. this condition rise where she or he stumbles over new or unknown words. The students are frustrated by having no channel his mind into new. The target language forms are so different from those she/he is accustomed too. Sometimes these inhibit the students, making her/him unwilling to express themselves together.<sup>31</sup>

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<sup>28</sup> Douglas Brown, 2003, *Op.Cit.*,p. 135

<sup>29</sup> *Ibid.*,p. 135

<sup>30</sup> Asher JJ. *Comprehension Training; The Evidence from Laboratory Classroom Studies*, Rowley, MA, Newbury House, 1986, p. 27

<sup>31</sup> DouglasBrown, 2007, *Op.Cit.*,p. 166

The students feel uncomfortable in their first hesitant attempts in speech of target language. Many students are self-conscious and do not like to make mistake or to appear stupid in front of their peers. Chastain says that the development of warm, friendly classroom atmosphere was a crucial prerequisite for a language class, the perception of listening teacher as “judge” would serve to inhibit these conditions.<sup>32</sup>

Students need someone (teacher) to encourage and support them in speaking in target language. The students should feel, there is something interesting in the course that is worth to learn. The important point is something that they feel free to participate and to speak in target language.

Long in HujiAstuty added, its relationship has been formalized until they approach ritual, this, too, will make it hard for anyone to think aloud.<sup>33</sup> Some classroom can become like this, especially, when the teacher controls thoroughly about what everything is said.

In particular, Brown and Yule found there are conditions where the students are unwilling to express their idea in oral communication.<sup>34</sup> This condition causes the students under communicative stress. They stated that the conditions are related to communicative stress and they suggest these to include the following:

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<sup>32</sup> K. Chastain, *Op.Cit.*, p. 282

<sup>33</sup> HujiAstuty, *The Effect of The Teacher Speaking Strategies on the Students Speaking Interaction at The first Year Students of SMAN 2 SiakHulu Kampar*, Pekanbaru, Thesis of UIR Pekanbaru, 2006, p, 15

<sup>34</sup> Gillian Brown and George Yule, *Op.Cit.*, p. 37

- (1) Features of the context: the listener – it is easier for the speaker if the listener is ‘junior’ of him. It is easier to talk to one than too many. The situation – it is easier for the speaker if he is speaking in familiar, private environment.
- (2) State of the listener: the language – it is helpful for the speaker if the listener knows as much the target language as the speakers does. The information – it is helpful for the speaker if he has information, which the listener does not have but that the listener need for some reasons.

Chastain suggests that the error correction should be minimal in classroom.<sup>35</sup> The correction errors should not become a “big think” in the class. Performance activates in which the students are everything that ideas should not be interrupted to consider language forms or structure. When the students are concentrating is the acquisition of competence, correction of errors that will disturb them.

Gillian Brown and George Yule added immediate correction of error that occurs during conversation may also inhibit the students.<sup>36</sup> Some errors that occur in grammar, pronunciation and vocabulary are common in learning to speak in target language. Although students in the silent period are not prepared to talk they are often willing and even anxious to express themselves in other ways. The teacher must help the students find alternative method to promote their sense in the class and provide them enhance for expression.

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<sup>35</sup> K.Chastain, *Op.Cit.*, p. 245

<sup>36</sup> Gillian Brown and George Yule, *Op.Cit.*, p. 40

In order to avoid these problems, Chastain suggests the member of the class should be an active participant in class.<sup>37</sup> Teacher should prepare each student to practice in class. One – way teacher should give each student questions. By answering the question each students will have an opportunity to practice and to participate in class.

The students may experience difficulties due to language, culture gaps, and the discrepancy between their ability and their overall maturity, the students' cultural background is the major factor which inhibits them to speak English.

The learners' cultural background involves their motivation to participate to speak in target language and also inhibit the students to practice in the target language. The same students who have the same cultural background must not use the target language to communicate each other. They use their native language or their habitual language to communicate. They prefer to use their own language. Sometimes, they bring this into the class. It seems that the students 'habit or students' accustomed language inhibit them in speaking English.

From some cases found by the authors above, it can be concluded that some factors that inhibit the students in speaking English are dealt with: shyness and afraid of making mistakes, feeling uncomfortable to speak English, cannot think anything to say in the target language, unfriendly classroom atmosphere, under communicative stress, errors correction occurs during speaking activity, having no chance to speak, students' cultural background (especially habitual language).

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<sup>37</sup> K.Chastain, *Op.Cit.*, p. 33



## B. Relevant Research

There is a relevant research which has relevancy to this research. It is **“A Study of The Inhibiting Factors of The Eighth Semester Students in English Speaking Activities at FKIP UIR PEKANBARU 2009.”**By**Endang Mariana**. This research found that there were some factors that dominated in English Speaking Activities at FKIP UIR Pekanbaru. This research is a descriptive research; she took the observation and gave the explanation about what she found since she had done this research.

This relevant research gives huge contribute to the researcher's study. The researcher gets much information about on how to conduct a research. It also gives the researcher knowledge about the way to test speaking ability, and then to correlate the variables.

## C. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.<sup>38</sup>

To gather the data required, the researcher used questionnaire and documentation to find out the inhibiting factor of students' speaking ability. Then, to get the description of what are the influence take by inhibiting factors to the students' speaking ability at the second year of SMPN 1 Siak Hulu, the researcher uses formulation as bellow;

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<sup>38</sup> M. Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru, LBSI, 2007, P. 122

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency of the Certain Score

N = Number of Item

1. The indicators of inhibiting factors can be seen as follows:
  - 1) The students are afraid of failure to make their sentences grammatically when they want to express their idea in English. (Shy and afraid of making mistakes)
  - 2) The students are getting nervous when trying to speak English in classroom. (Feeling uncomfortable)
  - 3) The students are not ready to answer the teacher's questions, so they do not know what they want to say. (Cannot think to say in the target language)
  - 4) The class is unfamiliar members; it makes the students unwilling to speak English. (Unfriendly classroom atmosphere)
  - 5) In classroom it is so hard to create English conversation because when the students ask or tell in English, their friends respond in Indonesia language. (Students' cultural background)
  - 6) In classroom discussion, the clever students always dominate the topic. (Having no chance to speak English)
  - 7) It is easier for the students to talk to junior rather than to senior ones. (Under communicative stress).

2. Then, the indicators of students' speaking ability can be seen as follows:

- 1) The students are able to produce speech without filler and pause while retelling a story. (fluency)
- 2) The students are able to use correct grammar in speaking. (grammar)
- 3) The students are able to use proper word or vocabularies in speaking. (vocabulary)
- 4) The students are able to express the comprehensible ideas. (comprehension)
- 5) The students are able to produce acceptable pronunciation in speaking. (Accent/pronunciation).

#### **D. The Assumption**

This research is based on the following assumption:

1. The Students' speaking ability is various.
2. The lower inhibiting factors influence, the better students' speaking ability will be.

#### **E. The Hypothesis**

Ha: There is a significant influence of inhibiting factors in students' speaking ability.

Ho: There is no significant influence of the inhibiting factors in students' speaking ability.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. The Research Designed

To gather the data required, the researcher used questionnaire and documentation to find out the inhibiting factor of students' speaking ability. Then, to get the description of what are the influence take by inhibiting factors to the students' speaking ability at the second year of SMPN 1 Siak Hulu, the researcher uses formulation as bellow;

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency of the Certain Score

N = Number of Item

##### B. The Time and Location of The Research

This research was conducted on Juny 2012 at SMPN 1 SiakHulu. It is located on JalanKubang Jaya No.128 Kubang-TeratakBuluh in Kampar Regency.

##### C. The subject and object of the Research

The subject of this research was the second year students of SMPN 1 SiakHulu and the object of this research was inhibiting factors and students' speaking skill.

#### D. Population and Sample

The population of this research was the second year students of SMPN 1 Siak Hulu. There were six classes. Since the population was relative large, the researcher needs to take sample by using simple random sampling.<sup>1</sup> The writer had chosen five students from each class to participate in this research, so the total of sample that the researcher used was 30 students. It can be seen from this table below:

**Table III.1**  
**Total of Population of the Second Year of Junior**  
**High School 1 SiakHulu in Kampar Regency**

No	Class	Total Students
1	VIII A	38 Students
2	VIII B	39 Students
3	VIII C	39 Students
4	VIII D	38 Students
5	VIII E	38 Students
6	VIII F	39 Students
<b>Total Population</b>		<b>231 Students</b>

**Table III.2**  
**Sample of Population**

No	Class	Total Students
1	VIII A	5 Students
2	VIII B	5 Students
3	VIII C	5 Students
4	VIII D	5 Students
5	VIII E	5 Students
6	VIII F	5 Students
<b>Total</b>		<b>30Students</b>

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<sup>1</sup> L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*; Sixth Edition, New Jersey: Prentice-Hall, Inc. 2000, p,125

### E. The technique of collecting data

In collecting the data, the researcher used the technique as follows:

#### 1. Questionnaire

Questionnaire meant a list of question to be answered by a group of people in order to add information of fact. The questionnaire consisted of 7 points: 20 items based on the each factors that inhibited students in speaking English.

The questionnaire was constructed to obtain responses based on the students' real attitude in speaking English practice. The questionnaire contained the factors which inhibited the students in using English in speaking such as internal factors; shy and afraid of making mistakes, the feeling uncomfortable to speak English and cannot think anything to say in target language, external factors; unfriendly classroom atmosphere, under communicative stress, having no chance to speak and students' cultural background.

**Table III.3**  
**The Classification Items of Questionnaire**

No	Items of Inhibiting Factors in Students' speaking Ability	Number of Items
1	Shy and afraid of making mistakes	1,2,3
2	Feeling uncomfortable to speak English	4,5,6
3	cannot think to say in the target language	7,8,9
4	unfriendly classroom atmosphere	10,11,12
5	under communicative stress	13,14,15
6	having no chance to speak English	16,17,18
7	students' cultural background	19,20

## 2. Oral Test

It had been conducted to measure the students' speaking ability. The writer served the students some topics such as;

- 1) Family
- 2) Hobby
- 3) Daily activity

The students choose their own topic and told a story about the topic they had chosen. The writer then recorded the students' story by the camera to be the evident.

According to Brown that picture-cue, story-telling was the most common technique in eliciting oral production.<sup>2</sup> The candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate had to speak at length which enabled a wide range of criteria including fluency to be applied to the output.

**Table III.4**

**The Scale of Students' Speaking Ability<sup>3</sup>**

No	Score	Category
1	80-100	Excellent
2	60-79	Very Good
3	40-59	Good
4	20-39	Enough
5	Less than 20	Bad

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<sup>2</sup> Douglas Brown, 2003, *Op.Cit.*, p. 180

<sup>3</sup> David P Harris, *Testing English as a Second Language*, New York, McGraw Hill Book Company, Inc. 1969, p. 79

## F. The Technique of Data Analysis

In analyzing the data about the inhibiting factors writer used descriptive analysis by using.

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency of the Certain Score

N = Number of Item

The data collected were analyzed and interpreted with the calculation of the correlation. To find out The Interpretation of Coefficient Correlation, the writer substituted into the formula of Coefficient Correlation Pearson-least square.

$$r_{xy} = \frac{\sum xy}{(N)(SDx)(SDy)}$$

Where:  $r_{xy}$  = Coefficient Correlation Pearson-least square.

N = Number of the sample

$\sum xy$  = The sum of x and y

$SDx$  = standard deviation of x

$SDy$  = standard deviation of y<sup>4</sup>

In order to interpret the level of the correlation, the writer used the interpretation of the correlation below;

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<sup>4</sup>Hartono, *Statistik Untuk Penelitian*, Yogyakarta, LSFK2P, 2010, P.129



**Table III.5**  
**The Interpretation of Correlation Coefficient<sup>5</sup>**

Coefficient Interval	Level of Correlation
0,00-0,200	Very Low
0,200-0,400	Low
0,400-0,700	Middle
0,700-0,900	Strong
0,900-1,000	Very Strong

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<sup>5</sup>*Ibid.*, p. 87

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

##### **1. Description of Research Variable**

The aim of this research was to investigate the inhibiting factors of students' speaking ability at the second year of junior high school 1 SiakHulu in Kampar regency. It was investigated by using questionnaire and oral test. There were 20 items for questionnaire, measured by using like scale (always, often, sometimes, seldom, never) with range score 5, 4,3,2,1 for each. The oral-test had been conducted to measure the students' speaking ability; the writer served the students some topics. They might choose and tell for three minutes, the writer then recorded by the camera to be the evident.

The questionnaires were based on the following indicators from inhibiting factors;

1. Shy and afraid of making mistakes
2. Feeling uncomfortable to speak English
3. Cannot think to say in the target language
4. Unfriendly classroom atmosphere
5. Under communicative stress
6. Having no chance to speak English
7. Students' cultural background

The oral-test was based on the following indicators from speaking ability;

1. The students are able to produce speech without filler and pause while retelling a story. (fluency)
2. The students are able to use correct grammar in speaking. (grammar)
3. The students are able to use proper word or vocabularies in speaking. (vocabulary)
4. The students are able to express the comprehensible ideas. (comprehension)
5. The students are able to produce acceptable pronunciation in speaking. (Accent/pronunciation).

To calculate the students' score in answering the questionnaires, the following formula was used:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency of the Certain Score

N = Number of Item

## 2. The data from Questionnaires (Inhibiting Factors)

The data of the inhibiting factors were presented in every indicator used. They can be seen in the following table:

**Table IV.1**

**You feel poorer/to be discourage if your friends laugh at you, while you are making mistakes in speaking English.**

<b>No</b>	<b>Alternative</b>	<b>f</b>	<b>T</b>
<b>1</b>	Always	3	10%
<b>2</b>	Often	10	33.33%
<b>3</b>	Sometimes	16	53.33%
<b>4</b>	Seldom	1	3.33%
<b>5</b>	Never	0	0%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 3 (10%) students choose always, 10 (33.33%) Students choose often, 16 (53.33%) students choose sometimes, 1 (3.33%) students choose seldom and 0 (0%) student chooses never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu occasionally feel poorer/to be discourage if their friends laugh while making mistakes in speaking English.

**Table IV.2**

**You are afraid of failure to make your sentences grammatically when you want to express your idea.**

No	Alternative	f	T
1	Always	1	3.33%
2	Often	11	36.66%
3	Sometimes	12	40%
4	Seldom	5	16.66%
5	Never	1	3.33%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 1 (3.33%) students choose always, 11 (36.66%) Students choose often, 12 (40%) students choose sometimes, 5 (16.66%) students choose seldom, and 1 (3.33%) student chooses never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are occasionally afraid of failure to make sentences grammatically to express their idea.

**Table IV.3**

**In practicing English, you write first and memorize the sentence that you will say.**

No	Alternative	f	T
1	Always	6	20%
2	Often	14	46.66%
3	Sometimes	8	26.66%
4	Seldom	2	6.66%
5	Never	0	0%

<b>Total</b>	30	100%
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The table above shows the various answers of the students'; 1 (3.33%) students choose always, 11 (36.66%) Students choose often, 12 (40%) students choose sometimes, 5 (16.66%) students choose seldom, and 1 (3.33%) student chooses never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu often write first and memorize the sentence that they will say in practicing English.

**Table IV.4**  
**When you convey your idea in English, your voice gets weak because you feel not confidence.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	3	10%
<b>2</b>	Often	9	30%
<b>3</b>	Sometimes	9	30%
<b>4</b>	Seldom	8	26.66%
<b>5</b>	Never	1	3.33%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 1 (3.33%) students choose always, 11 (36.66%) Students choose often, 12 (40%) students choose sometimes, 5 (16.66%) students choose seldom, and 1 (3.33%) student chooses never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu occasionally get weak voice because they feel not confident to convey their idea in English.

**Table IV.5**

**You are getting nervous when trying to practice (speak English) in classroom.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	0	0%
<b>2</b>	Often	4	13.33%
<b>3</b>	Sometimes	18	60%
<b>4</b>	Seldom	8	26.66%
<b>5</b>	Never	0	0%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 0 (0%) student chooses always, 4 (13.33%) Students choose often, 18 (60%) students choose sometimes, 8 (26.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are occasionally getting nervous when practicing (speak English) in classroom.

**Table IV.6**

**You feel stupid in front of your friends because you are conscious that every time you try to speak English, you are not sure with your sentences.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	1	3.33%
<b>2</b>	Often	5	16.66%
<b>3</b>	Sometimes	10	33.33%
<b>4</b>	Seldom	13	43.33%
<b>5</b>	Never	1	3.33%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 1 (3.33%) student chooses always, 5 (16.66%) Students choose often, 10 (33.33%) students choose sometimes, 13 (43.33%) students choose seldom, and 1 (3.33%) student chooses never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are unfeeling stupid (seldom) when they practice to speak English in classroom.

**Table IV.7**



**You never think that the teacher will give you a question, so that you are not ready to answer it, and you lose your mind and do not know what you want to say.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	0	0%
<b>2</b>	Often	6	20%
<b>3</b>	Sometimes	9	30%
<b>4</b>	Seldom	12	40%
<b>5</b>	Never	3	10%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 0 (0%) student chooses always, 6 (20%) Students choose often, 9 (30%) students choose sometimes, 12 (40%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are ready to answer the teacher's questions and they know what they want to say.

**Table IV.8**

**While speaking English, suddenly you find a word that you do not know how to say it in English.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	1	3.33%
<b>2</b>	Often	5	16.66%
<b>3</b>	Sometimes	18	60%

<b>4</b>	Seldom	6	20%
<b>5</b>	Never	0	0%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 1 (3.33%) student chooses always, 5 (16.66%) Students choose often, 18 (60%) students choose sometimes, 6 (20%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu occasionally find a word that they do not know how to say it while speaking English.

**Table IV.9**

**Your friend and you make a chat in English. You do not talk much because you cannot catch the topic of conversation.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	1	3.33%
<b>2</b>	Often	4	13.33%
<b>3</b>	Sometimes	11	36.66%
<b>4</b>	Seldom	11	36.66%
<b>5</b>	Never	3	10%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 1 (3.33%) student chooses always, 4 (13.33%) Students choose often, 11 (36.66%) students choose sometimes, 11 (36.66%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu occasionally do not talk much because they cannot catch the topic of conversation when making a chat in English.

**Table IV.10**

**You feel disturbed in a class discussion if the teacher cannot control everything that you said.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	7	23.33%
<b>2</b>	Often	11	36.66%
<b>3</b>	Sometimes	8	26.66%
<b>4</b>	Seldom	4	13.33%
<b>5</b>	Never	0	0%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 7 (23.33%) students choose always, 11 (36.66%) Students choose often, 8 (26.66%) students

choose sometimes, 4 (13.33%) students choose seldom, and 0 (0%) student chooses never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu feel disturbed in a class discussion if the teacher cannot control everything that they said.

**Table IV.11**

**The class is formal and tense; it makes you unwilling to speak English.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	2	6.66%
<b>2</b>	Often	9	30%
<b>3</b>	Sometimes	5	16.66%
<b>4</b>	Seldom	11	36.66%
<b>5</b>	Never	3	10%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 2 (6.66%) students choose always, 9 (30%) Students choose often, 5 (16.66%) students choose sometimes, 11 (36.66%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu feel ordinary to speak English although the class is formal and tense.

**Table IV.12**

**You are pleased speaking English in a class where the members of the class are not familiar with you.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	1	3.33%
<b>2</b>	Often	4	13.33%
<b>3</b>	Sometimes	6	20%
<b>4</b>	Seldom	16	53.33%
<b>5</b>	Never	3	10%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 1 (3.33%) student chooses always, 4 (13.33%) Students choose often, 6 (20%) students choose sometimes, 16 (53.33%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu feel ordinary to speak English although the members of the class are not familiar with them.

**Table IV.13**

**You stick so hard to speak with your teacher rather than with your friends (in familiar situation).**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	6	20%
<b>2</b>	Often	10	33.33%
<b>3</b>	Sometimes	6	20%
<b>4</b>	Seldom	6	20%
<b>5</b>	Never	2	6.66%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 6 (20%) students choose always, 10 (33.33%) Students choose often, 6 (20%) students choose sometimes, 6 (20%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are so hard to speak with their teacher rather than with their friends (in familiar situation).

**Table IV.14**

**You stick so hard to talk to senior students than to junior ones.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	1	3.33%
<b>2</b>	Often	4	13.33%
<b>3</b>	Sometimes	14	46.66%
<b>4</b>	Seldom	9	30%
<b>5</b>	Never	2	6.66%

<b>Total</b>	<b>30</b>	<b>100%</b>
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The table above shows the various answers of the students'; 1 (3.33%) student chooses always, 4 (13.33%) Students choose often, 14 (46.66%) students choose sometimes, 9 (30%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are occasionally so hard to talk to senior students than to junior ones.

**Table IV.15**

**For certain teachers, you become a good listener because the teachers dominant talking during classroom activity.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	2	6.66%
<b>2</b>	Often	8	26.66%
<b>3</b>	Sometimes	11	36.66%
<b>4</b>	Seldom	7	23.33%
<b>5</b>	Never	2	6.66%
<b>Total</b>		<b>30</b>	<b>100%</b>

The table above shows the various answers of the students'; 2 (6.66%) students choose always, 8 (26.66%) Students choose often, 11 (36.66%) students

choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu occasionally become a good listener because the teachers are dominant talking during classroom activity for certain teachers.

**Table IV.16**

**In classroom discussion, the clever students always dominate the topic, so you have no chance to speak.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	4	13.33%
<b>2</b>	Often	14	46.66%
<b>3</b>	Sometimes	6	20%
<b>4</b>	Seldom	4	13.33%
<b>5</b>	Never	2	6.66%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 4 (13.33%) students choose always, 14 (46.66%) Students choose often, 6 (20%) students choose sometimes, 4 (13.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are often that the clever students always dominate the topic, so you have no chance to speak.



**Table IV.17**

**You will speak English only if you want to answer the teacher's question or only if someone speaks with you.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	3	10%
<b>2</b>	Often	6	20%
<b>3</b>	Sometimes	11	36.66%
<b>4</b>	Seldom	7	23.33%
<b>5</b>	Never	3	10%
<b>Total</b>		<b>30</b>	<b>100%</b>

The table above shows the various answers of the students'; 3 (10%) students choose always, 6 (20%) Students choose often, 11 (36.66%) students choose sometimes, 7 (23.33%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu occasionally speak English only if you want to answer the teacher's question or only if someone speaks with you.

**Table IV.18**

**In classroom you speak English when you need to interact with the teacher or when you want to answer the teacher's question.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	3	10%

<b>2</b>	Often	4	13.33%
<b>3</b>	Sometimes	11	36.66%
<b>4</b>	Seldom	12	40%
<b>5</b>	Never	0	0%
<b>Total</b>		30	100%

The table above shows the various answers of the students'; 3 (10%) students choose always, 4 (13.33%) Students choose often, 11 (36.66%) students choose sometimes, 12 (40%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are seldom speak English when you need to interact with the teacher or when you want to answer the teacher's question.

**Table IV.19**

**In classroom, it is hard to create English conversation because when you ask or tell in English, your friends respond you in Indonesia.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	4	13.33%
<b>2</b>	Often	9	30%
<b>3</b>	Sometimes	8	26.66%
<b>4</b>	Seldom	8	26.66%

<b>5</b>	<b>Never</b>	<b>1</b>	<b>3.33%</b>
<b>Total</b>		<b>30</b>	<b>100%</b>

The table above shows the various answers of the students'; 4 (13.33%) students choose always, 9 (30%) Students choose often, 8 (26.66%) students choose sometimes, 8 (26.66%) students choose seldom, and 1 (3.33%) student chooses never. It indicates that most of the students at the second year of SMPN 1 SiakHulu are often hard to create English conversation because when you ask or tell in English, your friends respond you in Indonesia.

**Table IV.20**

**You stick so hard to answer your friend's question in English even though you do not know what to say.**

<b>No</b>	<b>Alternative</b>	<b>F</b>	<b>T</b>
<b>1</b>	Always	5	16.66%
<b>2</b>	Often	4	13.33%
<b>3</b>	Sometimes	11	36.66%
<b>4</b>	Seldom	6	20%
<b>5</b>	Never	4	13.33%
<b>Total</b>		<b>30</b>	<b>100%</b>

The table above shows the various answers of the students'; 5 (16.66%) students choose always, 4 (13.33%) Students choose often, 11 (36.66%) students

choose sometimes, 6 (20%) students choose seldom, and 4 (13.33%) students choose never. It indicates that most of the students at the second year of SMPN 1 Siak Hulu occasionally feel so hard to answer your friend's question in English even though you do not know what to say.

**Table IV.21**  
**The Recapitulation of Inhibiting Factors**

<b>No</b>	<b>Students</b>	<b>Mark</b>	<b>Category</b>
1	Students 1	68	Enough
2	Students 2	53	Bad
3	Students 3	56	Bad
4	Students 4	60	Enough
5	Students 5	55	Bad
6	Students 6	53	Bad
7	Students 7	67	Enough
8	Students 8	53	Bad
9	Students 9	67	Enough
10	Students 10	47	Bad
11	Students 11	69	Enough
12	Students 12	54	Bad
13	Students 13	58	Bad
14	Students 14	47	Bad
15	Students 15	59	Bad
16	Students 16	61	Enough
17	Students 17	63	Enough

18	Students 18	44	Bad
19	Students 19	55	Bad
20	Students 20	55	Bad
21	Students 21	54	Bad
22	Students 22	50	Bad
23	Students 23	61	Enough
24	Students 24	60	Enough
25	Students 25	53	Bad
26	Students 26	44	Bad
27	Students 27	54	Bad
28	Students 28	62	Enough
29	Students 29	57	Bad
30	Students 30	60	Enough

From the table above we can see;

$$\sum fX = 1699$$

$$N = 30$$

$$MX = \frac{\sum fX}{N}$$

$$= \frac{1699}{30}$$

$$= 56.6$$

From the table above, we can interpret that the inhibiting factors is 56.6%.

According to Arikunto in SiskaDesmayanti's thesis, level 76% - 100% it can be categorized as high level, 60% - 75% it can be categorized as average level, and 0% -

59% it can be categorized into low level. The writer categorized the result of inhibiting factors (questionnaire) is in LOW.

### **3. Data from Oral-Test (Students' Speaking Ability)**

The speaking test had been conducted to measure the students' speaking ability. The writer served the students some topics such as

- Family
- Hobby
- Daily activity

The students might choose their own topic and told a story about the topic they had chosen. The writer then recorded the students' story by the camera to be the evident. The data below are the scoring of the two lecturers of speaking as the rater (see the speaking test result in Appendix I&II).

**TABLE IV.22**

**The Average of Rater 1 and Rater 2:**

<b>No</b>	<b>Student</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Average</b>	<b>Category</b>
1	Student 1	92	92	92	Good
2	Student 2	76	80	78	Enough
3	Student 3	64	64	64	Enough
4	Student 4	68	68	68	Enough
5	Student 5	68	68	68	Enough
6	Student 6	76	80	78	Good
7	Student 7	92	92	92	Good
8	Student 8	72	72	72	Enough
9	Student 9	92	92	92	Good
10	Student 10	56	56	56	Bad

11	Student 11	88	88	88	Good
12	Student 12	76	76	76	Good
13	Student 13	80	84	82	Good
14	Student 14	76	76	76	Good
15	Student 15	68	68	68	Enough
16	Student 16	80	80	80	Good
17	Student 17	84	84	84	Good
18	Student 18	56	60	58	Bad
19	Student 19	76	80	78	Good
20	Student 20	76	76	76	Good
21	Student 21	84	84	84	Good
22	Student 22	68	68	68	Enough
23	Student 23	76	76	76	Good
24	Student 24	72	72	72	Enough
25	Student 25	64	64	64	Enough
26	Student 26	52	56	54	Bad
27	Student 27	76	76	76	Good
28	Student 28	80	80	80	Good
29	Student 29	76	76	76	Good
30	Student 30	80	80	80	Good
Total		2244	2268	2256	

The percentage of students' ability is:

$$\begin{aligned}
 MY &= \frac{\sum fY}{N} \\
 &= \frac{2256}{30} \\
 &= 75,2
 \end{aligned}$$

The writer categorized the result of the speaking test as follows:

- a. There are 19 students who get good score

76    76    76    76    76    76    78    78    78    80    80  
 80    82    84    84    88    92    92    92

b. there are 8 students who get medium score

64    64    68    68    68    68    72    72

c. there are 3 students who get score low

54    56    58

The students speaking ability at the second year of SMP N 1SiakHulis 75.2, it can be concluded that students' speaking ability at the second year of SMPN 1SiakHulis AVERAGE.

## **B. Data Analysis**

### **1. The Reliability of The Test**

To know the reliability of the test, we must know first the mean score and the standard deviation of the test. For this reason, the writer used the following formula from Heaton in SiskaDesmayanti's thesis;

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{n \cdot (N-n)}{N(x^2)} \right]$$

Where;  $r_{ii}$ =reliability of the test

N = the number of items

x = the standard deviation of the test

m = the mean score of the test

The reliability of the test is;



$$\begin{aligned}
&= \frac{20}{20-1} \left[ 1 - \frac{75.2 (20-75.2)}{20(7.96^2)} \right] \\
&= 1.05 \left[ 1 - \frac{75.2 (-55.2)}{20(63.4)} \right] \\
&= 1.05 \left[ 1 - \frac{(-4151.04)}{1268} \right] \\
&= 1.05 [1 - (-3.27)] \\
&= 1.05 [4.27] \\
&= 4.483
\end{aligned}$$

Then the score obtained (4.483) compare to  $r$  table of product moment, where at level 5% is 0.349 and 1% 0.449. The score obtained is higher than  $r$  table whether at 5% or 1% ( $0.349 < 4.483 > 0.449$ ). It means that the test is RELIABLE.

## 2. Finding Out The Interpretation of Coefficient Correlation

The following step can be seen by using this table:

**Table IV.23**  
**The Interpretation of Correlation Coefficient**

No	X	Y	x	y	xy	x <sup>2</sup>	y <sup>2</sup>
1	68	92	11.4	16.8	191.52	129.96	282.24
2	53	78	-3.6	2.8	-10.08	12.96	7.84
3	56	64	-0.6	-11.2	6.72	0.36	125.44
4	60	68	3.4	-7.2	-24.48	11.56	51.84
5	55	68	-1.6	-7.2	11.52	2.56	51.84

6	53	78	-3.6	2.8	-10.08	12.96	7.84
7	67	92	10.4	16.8	174.72	108.16	282.24
8	53	72	-3.6	-3.2	11.52	12.96	10.24
9	67	92	10.4	16.8	174.72	108.16	282.24
10	47	56	-9.6	-19.2	184.32	92.16	368.64
11	69	88	12.4	12.8	158.72	153.76	163.84
12	54	76	-2.6	0.8	-2.08	6.76	0.64
13	58	82	1.4	6.8	9.52	1.96	46.24
14	47	76	-9.6	0.8	-7.68	92.16	0.64
15	59	68	2.4	-7.2	-17.28	5.76	51.84
16	61	80	4.4	4.8	21.12	19.36	23.04
17	63	84	6.4	8.8	56.32	40.96	77.44
18	44	58	-12.6	-17.2	216.72	158.76	295.84
19	55	78	-1.6	2.8	-4.48	2.56	7.84
20	55	76	-1.6	0.8	-1.28	2.56	0.64
21	54	84	-2.6	8.8	-22.88	6.76	77.44
22	50	68	-6.6	-7.2	47.52	43.56	51.84
23	61	76	4.4	0.8	3.52	19.36	0.64
24	60	72	3.4	-3.2	-10.88	11.56	10.24
25	53	64	-3.6	-11.2	40.32	12.96	125.44
26	44	54	-12.6	-21.2	267.12	158.76	449.44
27	54	76	-2.6	0.8	-2.08	6.76	0.64

28	62	80	5.4	4.8	25.92	29.16	23.04
29	57	76	0.4	0.8	0.32	0.16	0.64
30	60	80	3.4	4.8	16.32	11.56	23.04
	$\Sigma X = 1699$	$\Sigma Y = 2256$			$\Sigma xy = 1505.2$	$\Sigma x^2 = 1277$	$\Sigma y^2 = 2900.8$

From the table above we can know that;

$$N = 30 \quad \Sigma xy = 1505.2$$

$$\Sigma X = 1699 \quad \Sigma x^2 = 1277$$

$$\Sigma Y = 2256 \quad \Sigma y^2 = 2900.8$$

- a. To find the mean score, the writer substituted into the formula of the mean score;

$$M_x = \frac{\Sigma X}{N}$$

$$= \frac{1699}{30}$$

$$= 56.6$$

$$M_y = \frac{\Sigma Y}{N}$$

$$= \frac{2256}{30}$$

$$= 75.2$$

- b. To find standard deviation, the writer substituted into the formula of standard deviation;

$$SD_x = \sqrt{\frac{\Sigma x^2}{N}}$$

$$= \sqrt{\frac{1277}{30}}$$

$$SD_y = \sqrt{\frac{\Sigma y^2}{N}}$$

$$= \sqrt{\frac{2900.8}{30}}$$

$$= \sqrt{42.56}$$

$$= 6.52$$

$$= \sqrt{96.69}$$

$$= 9.83$$

- c. To find out The Interpretation of Coefficient Correlation, the writer substituted into the formula of Coefficient Correlation Pearson-least square

$$r_{xy} = \frac{\sum xy}{(N)(SDx)(SDy)}$$

$$r_{xy} = \frac{1505.2}{(30)(6.52)(9.83)}$$

$$r_{xy} = \frac{1505.2}{1922.75}$$

$$r_{xy} = 0.782$$

Then the score obtained (0.782) compare to  $r$  table of product moment, where it include at level 0.700 – 0.900, it means that the correlation coefficient is STRONG. The sign is positive correlation. It means that  $H_a$  is accepted indicated that there is significant influence of inhibiting factors of Students' Speaking Ability at the second year of SMP N 1 SiakHulu.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Speaking is one of four language skills. The purpose of speaking is to convey an idea or message to the listener. To speak correctly, one must know all sorts of the language rules. In order to avoid miscommunication between speaker and listeners, we have to learn grammar, vocabulary, pronunciation and comprehension. In this chapter, the writer presents conclusion and suggestion about the inhibiting factors of students' speaking ability at the second year of SMPN 1 Siak Hulu in Kampar Regency.

#### **A. CONCLUSION**

Based on the previous chapter, the writer can give the conclusion as follows:

1. The percentage obtained for students' speaking ability at the second year of SMP N 1 Siak Hulu is 75.2% and it can be categorized as AVERAGE.
2. There are some inhibiting factors that influence in students' speaking ability;  
1) shyness and afraid of making mistakes, 2) feeling uncomfortable, 3) cannot think anything to say in target language, 4) unfriendly classroom atmosphere, 5) under communicative stress, 6) having no chance to speak, 7) students' cultural background. The percentage obtained for the influence of inhibiting factors is 56.6%. It means that the influence of inhibiting factors at the second year of SMP N 1 Siak Hulu is LOW.

3. Then the score obtained (0.782) compare to  $r$  table of product moment, where it includes at level 0.700 – 0.900, it means that the correlation coefficient is STRONG. The sign is positive correlation. It means that  $H_a$  is accepted indicated that there is significant influence of inhibiting factors in Students' Speaking Ability at the second year of SMP N 1 Siak Hulu. It is suitable for the assumption, the lower inhibiting factors influence, and the better students' speaking ability will be.

## **B. SUGGESTION**

To make this thesis more useful, the writer gives some Suggestion for the students and for the teacher as follows:

1. For the students
  - a. Respond well when English teacher explains the material
  - b. Spend more time to read English text to support the ideas
  - c. Never give up to study more about English.
  - d. The students are also suggested to have positive attitude in classroom learning process.
2. For the teacher
  - a. Motivate the students to be active in classroom learning process
  - b. Guide the students to express their ideas and giving them opportunities
  - c. Must be able to identify the students' need in order to get the students' interest in learning English.

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